Reflect on the data: Crump Elementary

**Team to Teach Tool 5.3- Reflecting on the Data** (use Tool 5.1 for data resources)

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| **Question** | **Answer** | **What other info. do we need?** |
| 1. What sources of data did we examine? | Dibels, STAR, SF baseline and Unit 4, ARMT (mock), attendance, and retentions | Current grades |
| 2. What parts of these data really caught our attention? | STAR and retentions | Signed papers, grades |
| 3. What parts of these data encourage you the most? | Special Ed shows the best overall progress with the exception of the student with 19 absences. SF comprehension showed the most and the largest gains. | Signed papers, grades |
| 4. What parts concern you the most? | Overall lack of progress for some students | BBSST and behavior |
| 5. What differences, if any, are there in grades, attendance, and behavior among our students? | The student with the excessive absences shows no progress on DIBELS and a substantial drop on STAR. | Grades, conduct |
| 6. Do some groups achieve at higher levels than others? | The Special Ed students show the greatest progress on the SF tests. | Assessment data, signed papers, grades |
| 7. Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more? | Anteedra, Quinjayla, and Natasha  The gains on the SF unit tests show that challenging work can result in higher achievement. Mykayla is a good example of this. | More evidence of more challenging work |
| 8. Which groups appear to need instruction more tailored to their learning styles? | The students with the lowest fluency | grades |
| 9. What other questions does this data raise for you? | How are the teachers differentiating for these students? How much intervention is being given to them? | Lesson plans, anecdotal notes |
| 10. What are the implications for what our professional learning team should focus on this year? | Purposeful differentiation and intervention targeted to specific weaknesses |  |